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ABSTRACT

Presented is a 60-item rating scale for measuring teacher and pupil performance on the Social Learning Curriculum (a program designed to improve culturally disadvantaged and developmentally disabled primary students' critical thinking and independent action). Scale items are explained to be observable classroom behaviors whose frequency and quality are rated on a scale of one to five. Also provided are examples of teacher ratings and student behaviors. (CL)

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THE SOCIAL LEARNING ENVIRONMENT RATING SCALE

Observation Manual: A Draft Version *

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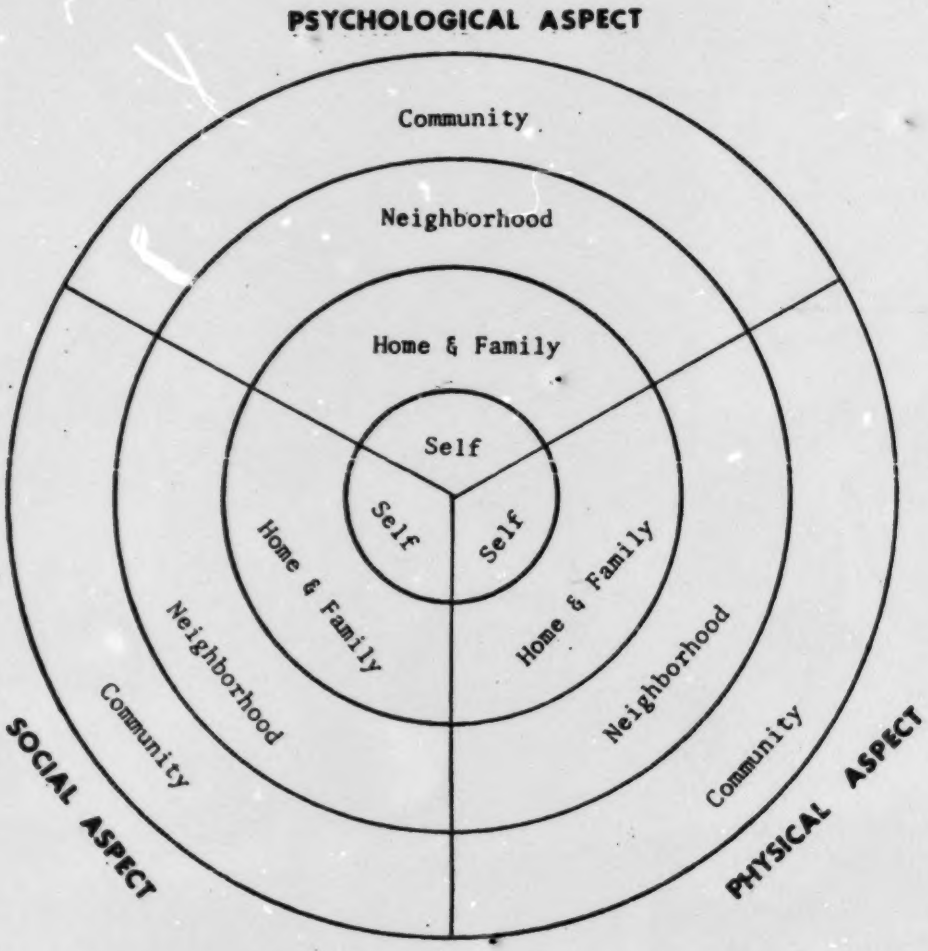

Social Learning Curriculum

Ferkauf Graduate School, Yeshiva University, New York, N. Y.

November 1974

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The three observers who had direct substantive input into the formulation of the Observation Manual were Jaqueline Becker, Stuart Poloner, and Edith Savage.

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INTRODUCTION

Purpose: The Social Learning Environment Rating Scale (SLERS) was developed along with the Social Learning Interaction System (SLIS) for the following reasons: 1) as a means of evaluating the Yeshiva University Social Learning Curriculum, 2) to provide field test advisors and supervisors with a focus for observing and facilitating teachers in the implementation of the curriculum 3) to provide teachers with an instrument for self monitoring, and 4) to provide feedback to the Development Staff for curriculum revision and future development.

An observational approach to curriculum evaluation is indicated since comparative data on student outcomes appear meaningless without data on how, and under what circumstances the curriculum was implemented. (Rosenshine, 1970; Rosenshine and Furst, 1973; Glennon, 1973). The decision of which behaviors to observe is dictated by the theoretical framework of the curriculum and its stated objectives.

Theoretical Framework of the Social Learning Curriculum:

The important assumptions underlying the Social Learning Curriculum (SLC) are first, if pupils are taught a strategy to deal with social situations, they will be able to use that strategy on their own. Second, certain generalizations learned from one situation may be applied in a different but similar situation. (Goldstein, 1969, 1974).

Objectives of the SLC:

The major objective of the curriculum is the pupils' learning to think critically and act independently. The items of the SLERS represent an attempt to translate these two objectives into observable classroom behaviors. These items, in turn, cluster into hypothesized factors (see pp. 7-11). The hypothesized factors and the items for each factor represent an attempt to translate social learning theory and the objectives of the curriculum into behavioral terms, or process variables that can be observed, described, and accelerated if found favorable to influence student outcome measures. In addition, several of the items on the scale represent aspects of the social learning environment considered important for the attainment of the objectives of critical thinking and independent action.

Critical Thinking:

The construct, critical thinking, is concerned with the use of an inductive problem-solving strategy. This is implemented by the teacher through a questioning technique, which helps the child to process the activities in the curriculum in a meaningful way. The pupils are led through the hierarchical stages of a problem-solving strategy. Research indicates that these stages do in fact increase in difficulty (Greenberg and Smith, 1973). The order of their occurrence is dictated by the content of the curriculum and by what the student already has in his repertoire of knowledge, behaviors and attitudes related to that content.

Hierarchical stages of the inductive problem-solving strategy and the teaching behaviors associated with the stages follow:

Labeling	Has pupils name objects or elements in the learning environment
Detailing	Has pupils separate relevant information about problem to be solved from irrelevant information.
Inference	Has pupils make associations between ideas
Prediction and verification	Has pupils articulate alternative solutions to a problem, predict the consequences of each solution, and try out the accepted solution.
Generalization	Has pupils use concepts and skills previously acquired in a new or different situation - with teacher help.

At any point in the hierarchy, the teacher gives relevant cues and restructures the experience so that pupils may rethink the problem and mediate their own responses.

Independent Action:

The construct, independent action, is concerned with the creation of a physical and affective environment that facilitates students' acting independently. This aspect of the social learning theory views the teacher as a resource person as pupils attempt to solve problems on their own or with other pupils. One opportunity to act independently within the classroom occurs when the teacher presents a follow-up activity to reinforce the attainment of an objective. The items that operationally define this construct take into consideration the view that pupils must take an active part in the learning process, that they have much to

contribute to it, and that they can learn from each other. The physical environment reflects this participation. There is the sense that the classroom belongs to the pupils as much as it does to the teacher and that pupils support and encourage each other rather than compete with each other for the teacher's favor. Also, pupils are encouraged to trust their own experience.

The Structure of the SLC:

The independent action construct includes the following dimensions:

A. A physical environment that reflects the pupil's active participation in the learning process.

B. An affective environment that encourages pupils to express feelings and to trust their own experience.

C. An awareness on the part of teachers of group processes that optimize pupil interaction. This reflects the belief by the teacher that pupils can learn from each other.

The underlying structure of both the Social Learning Curriculum content and the process by which it is meant to be implemented includes the stages of mass, differentiation, and integration. The rationale for this structure is discussed elsewhere (Goldstein, 1969). The curriculum developers introduce material, focus on the details of a topic, and finally provide integrating activities, which draw together previous learnings. Both the critical thinking and independent action constructs of the SLERS are tied together by these stages of mass, differentiation, and integration.

Description of the Scale:

The SLERS is a 60-item rating scale. Thirty-seven items refer to

teacher performance. Twenty-three items refer to pupil performance. All items are rated on a scale of 1-5 on the basis of both frequency and quality of performance. The items represent the major objectives of the curriculum and the extension of those objectives into classroom behaviors.

Another component of the SLERS addresses itself to the question of how the teacher is using the curriculum. Some of the possibilities considered are: 1) a misunderstanding of the objective, 2) the use of the curriculum as a script to be memorized, 3) paraphrasing where it is necessary to accommodate the teacher's individual style or what the pupils present. In the last case the teacher uses the curriculum as a jumping off point for her own creativity, introducing activities and materials beyond what is provided in the curriculum.

Guidelines for Observers

1. Teacher and pupil ratings should be considered independent of each other. Teacher may cue without a response from pupil or pupil behavior may occur independent of teacher behavior.
2. Ratings are based on what occurs during the period of SLC observation only.
3. Ratings are scored on a scale of 1 to 5. Both quantity and quality of behavior are considered in the rating.
4. Observers should be as unobtrustive as possible in the classroom. They should interact as little as possible with students.
5. Observers are to follow school rules (e.g., signing a guest book, reporting to the office).
6. Be prepared to provide feedback to teachers if requested.
7. Teacher should be prepared in advance as to the date and time of observation, as well as any recording equipment that may be used.
8. Observers should be sufficiently familiar with items so that they may take notes keeping these items in mind. The rating scale should be filled out after the observation within a 24-hour period. After this period, ratings are invalid.

Definition of Terms

Mediation - the process of going from an incorrect to a correct answer with the help of a relevant cue. Teacher usually supplies the cue, but the child can go through a self-correcting process by himself.

Problem - implies a conflict that leads to a change in thinking and/or behavior. It requires an assessment of the relevant parts and a decision about which parts come together in the solution of a problem. Thus, problem solving requires higher order thinking and lends itself to alternative solutions or divergent thinking.

HYPOTHESIZED FACTORS

SOCIAL LEARNING ENVIRONMENT RATING SCALE (TEACHERS)

Factor 1: Critical Thinking (C.T.)

A. Teacher is aware of individual differences.

1. Acts upon differences in pupil learning style.

B. Focuses on the objective of the experience.

2. Understands objective (determined by what teacher does). a) Structures critical points in experience, rather than peripheral issues b) Uses questions and activities that arrive at the objective-determined by outline of what the teacher does.

3. Teacher implements experience by focusing primarily on task rather than self.

C. Uses the inductive problem-solving strategy.

4. Presents problems or has problems emerge related to the objective.

5. Has pupils label appropriately.

6. Assists pupils in separating relevant from irrelevant information with respect to the problem to be solved.

7. Restructures or gives relevant cues so that pupils can rethink problem (pupil mediation).

8. Provides opportunity for pupils to expand upon ideas.

9. Provides opportunity for pupils to make associations between ideas.

10. Allows time for reflection.

11. Provides opportunity for pupils to articulate alternative solutions to a problem.

12. Provides opportunity for pupils to predict consequences of alternative solutions to a problem.

13. Provides opportunity for pupils to try out solution(s) to a problem.

14. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - with teacher help.

HYPOTHESIZED FACTORS (Cont'd)

Factor 2: Independent Action (I.A.)

A. Creates a physical environment that encourages and reflects pupil participation.

15. Provides activity centers or grouping arrangements where children can work in small groups or on individual projects.

16. Provides opportunity for different task-related activities to occur simultaneously.

17. There is evidence of student-made material in the classroom.

18. Allows pupils to move around room in nondisruptive activities.

19. Allows pupil use of resources and materials in classroom.

B. Takes into consideration inter- and intraindividual differences.

20. Allows pupils to express negative feelings (e.g., sadness, anger, frustration, and the like) that are not disruptive to the group.

21. Allows pupil expression of positive feelings (e.g., happiness, affection, pride) that are not disruptive to the group.

22. Acts upon differences in pupil personality.

C. Encourages pupils to use their own experience.

23. Acknowledges spontaneous interests of pupils where appropriate.

24. Draws on background and experiences of pupils.

D. Encourages pupil interaction.

25. Encourages pupils to be supportive of one another.

26. Encourages constructive pupil interaction (task related).

27. Asks one student to respond to another within a questioning strategy.

28. Teacher is supportive of pupils (uses appropriate reinforcement).

E. Encourages pupils to use the problem-solving strategy on their own.

29. Provides opportunity for individual pupils to show that they have learned or understood something by solving a problem related to task.

30. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - without teacher help.

31. Allows pupils to make their own decisions wherever possible.

Factor 3: Teacher Use of Curriculum (T.C.)

32. Implements objective primarily through activities (rather than verbalization) which give the child the experience of the objective.

33. Uses relevant additional activities to implement the objective of the experience.

34. Uses relevant additional materials to implement the objective of the experience.

35. Paraphrases within confines of objective rather than follows curriculum verbatim.

36. Changes activity when pupils begin to exhibit inattentive behavior (pacing).

37. Has pupils participate in distribution of materials (classroom management).

HYPOTHESIZED FACTORS

SOCIAL LEARNING ENVIRONMENT RATING SCALE (PUPILS)

Factor 1: Critical Thinking (C.T.)

B. Focuses on the objective of the experience.

38. Show interest in the task and are generally attentive.

C. Uses the inductive problem-solving strategy.

39. Articulate problem(s) related to the objective.

40. Label and detail accurately.

41. Mediate own responses.

42. Expand on ideas.

43. Make associations between ideas.

44. Show evidence of reflecting before responding to a thought provoking question or task.

45. Articulate (infer) alternative solutions to a problem.

46. Predict consequences of alternative solutions to a problem.

47. Try out (verify) solution(s) to a problem.

48. Pupils use concepts and skills previously acquired in a new or different situation - with teacher help.

Factor 2: Independent Action (I.A.)

A. Creates a physical environment that encourages and reflects pupil participation.

49. Make use of activity centers independently or in groups.

50. Work on different activities at the same time.

51. Move around room in nondisruptive activities.

52. Use resources and materials in the classroom.

B. Takes into consideration inter and intraindividual differences.

53. Express positive feelings.

54. Express negative feelings.

HYPOTHESIZED FACTORS (Cont'd)

SOCIAL LEARNING ENVIRONMENT RATING SCALE (PUPILS)

D. Encourages pupil interaction.

55. Are supportive of one another (provide assistance, do not ridicule).

56. Interact constructively with one another to solve a task-related problem.

E. Encourages pupils to use problem-solving strategy on their own.

57. Pupils use concepts and skills previously acquired in a new or different situation - without teacher help.

58. Work independently to solve a problem.

59. Participate in decision making.

60. Asks questions unsolicited by teachers.

Social Learning Environment Rating Scale (Teachers)

1. Acts upon differences in pupil learning style.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

2. Understands objective (determined by what teacher does). a) Structures critical points in experience rather than peripheral issues. b) Uses questions and activities that arrive at the objective - determined by outline of what the teacher does.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

3. Teacher implements experience by focusing primarily on task rather than self.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

4. Presents problems or has problems emerge related to the objective.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

5. Has pupils label appropriately.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

6. Assists pupils in separating relevant from irrelevant information with respect to the problem to be solved.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

7. Restructures or gives relevant cues so that pupils can rethink problem (pupil mediation).

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

8. Provides opportunity for pupils to expand upon ideas.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

9. Provides opportunity for pupils to make associations between ideas.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

10. Allows time for reflection.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

11. Provides opportunity for pupils to articulate alternative solutions to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

12. Provides opportunity for pupils to predict consequences of alternative solutions to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

13. Provides opportunity for pupils to try out solution(s) to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

14. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - with teacher help.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

15. Provides activity centers or grouping arrangements where children can work in small groups or on individual projects.

1	2	3	4	5
Desks all in a row	grouping arrangements other than chairs in a row	grouping arrangement & activity centers	areas clearly demarked e.g.library, shop, science.	Different areas-lots of material enriched environment

16. Provides opportunity for different task-related activities to occur simultaneously.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

17. There is evidence of student-made material in the classroom.

1	2	3	4	5
Not Evident		Some Evidence		Most are Pupil Made

18. Allows pupils to move around room in nondisruptive activities.

1	2	3	4	5
Rarely Free		Occasionally Free		Generally Free

19. Allows pupil use of resources and materials in classroom.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

20. Allows pupils to express negative feelings (e.g., sadness, anger, frustration, and the like)that are not disruptive to the group.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

21. Allows pupil expression of positive feelings (e.g., happiness, affection, pride) that are not disruptive to the group.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

22. Acts upon differences in pupil personality.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

23. Acknowledges spontaneous interests of pupils where appropriate.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

24. Draws upon background and experiences of pupils.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

25. Encourages pupils to be supportive of one another.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

26. Encourages constructive pupil interaction (task related).

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

27. Teacher asks one student to respond to another within a questioning strategy.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

28. Teacher is supportive of pupils (uses appropriate reinforcement).

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

29. Provides opportunity for individual pupils to show that they have learned or understood something by solving a problem related to task.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

30. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - without teacher help.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

31. Allows pupils to make their own decisions wherever possible.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

32. Implements objective primarily through activities (rather than verbalization) which give the child the experience of the objective.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

33. Uses relevant additional activities to implement the objective of the experience.

1	2	3	4	5
No Additional Activities	None Related to Objective	Related to Objective	Some Related	Most Activities are Clearly Related

34. Uses relevant additional materials to implement the objective of the experience.

1	2	3	4	5
No Additional Material	None Related to Objective	Related to Objective	Some Related to Objective	Most Clearly Related

35. Paraphrases within confines of objective rather than following curriculum verbatim.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

36. Teacher changes activity when pupils begin to exhibit inattentive behavior (pacing).

1	2	3	4	5
Doesn't Act Upon Pupil Behavior (Inattentive)		Occasionally Acts Upon Pupil Inattentive Behavior		Acts Upon Pupil Inattentive Behavior

37. Teacher has pupils participate in distribution of materials (classroom management).

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

Social Learning Environment Rating Scale (Pupils)

38. Show interest in the task and are generally attentive.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

39. Articulate problem(s) related to the objective.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

40. Label and detail accurately.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

41. Mediate own responses.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

42. Expand on ideas.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

43. Make associations between ideas.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

44. Show evidence of reflecting before responding to a thought-provoking question or task.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

45. Articulate (infer) alternative solutions to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

46. Predict consequences of alternative solutions to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

47. Try out (verify) solution(s) to a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

48. Pupils use concepts and skills previously acquired in a new or different situation - with teacher help.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

49. Make use of activity centers independently or in groups.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

50. Work on different activities at the same time.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

51. Move around the room in nondisruptive activities.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

52. Use resources and materials in the classroom.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

53. Express positive feelings.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

54. Express negative feelings.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

55. Are supportive of one another (provide assistance, do not ridicule).

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

56. Interact constructively with one another to solve a task-related problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

57. Pupils use concepts and skills previously acquired in a new or different situation - without teacher help.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

58. Work independently to solve a problem.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

59. Participate in decision making.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

60. Asks questions unsolicited by teacher.

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Almost Always

EXAMPLES

Social Learning Environment Rating Scale (Teachers)

1. Acts upon differences in pupil learning style.

    a. Uses language appropriate to ability of pupils.

    b. Groups pupils in different activities.

    c. Uses concrete object manipulation with pupils who manifest difficulty with abstract concepts.

2. Understands objective (determined by what teacher does).

    a. Structures critical points in experience rather than peripheral issues.

    b. Uses questions and activities that arrive at the objective.

    c. A negative example is going off on a tangent about pets when the subject of pets should be used simply to illustrate a point.

3. Teacher implements experience by focusing primarily on task rather than self.

   a. Teacher removes self whenever possible, e.g., in a role-playing situation. The pupils take the roles rather than the teacher.

   b. The teacher's presence is not so overbearing that it obscures the task.

4. Presents problems or has problems emerge related to the objective.

   The teacher presents a problem which clarifies for the pupils the objective of the lesson. This problem may also emerge as a result of an activity.

5. Has pupils label appropriately.

   a. Teacher: "What is this?"

   b. Teacher: "Who said that?"

   c. Teacher: "Who lives with you at home?"

   Appropriately refers to the relevancy of labeling questions to the particular problem at hand.

6. Assists pupils in separating relevant from irrelevant information with respect to the problem to be solved.

   a. "Describe this object. Tell me about it."

   b. "What exactly did he say?"

   These are detailing questions.

   The teacher has pupils focus on the important elements in the stimulus field. These elements eventually get yoked together at a higher level in the problem-solving process.

7. Restructures or gives relevant cues so that pupils can rethink problem (pupil mediation).

   a. Process proceeds from incorrect to correct response.

   b. Involves higher order thinking.

   c. Associates present problem with problem solved in the past (refers to child's information repertoire), e.g.,

      Teacher: "Why can we put the hammer, saw, and screwdriver together?"

      Pupil: "We put them together because they are all tools."

      Teacher: "Right. Now what would we put with the glove and the belt - the scissors or the shoes?"

8. Provides opportunity for pupils to expand upon ideas.

   a. Have pupil elaborate on what he has said.

   b. Gets pupil to do more talking.

      Teacher: "Tell me more about it."

9. Provides opportunity for pupils to make associations between ideas.

   a. Involves higher order thinking, not defining or free association.

      1) Teacher: "Where is New York? Where is Los Angeles? What do they have in common?

      2) Teacher: "What do a knife, fork, and spoon have in common?"

10. Allows time for reflection.

   a. Approximately 3 seconds.

   b. There is time given for the child to think through a question without teacher interference.

11. Provides opportunity for pupils to articulate alternative solutions to a problem.

    a. This is dependent upon another solution on having been previously offered.

    b. Teacher: "What is another way you could get there?"

    c. Teacher: "How else could he have asked?"

    d. Teacher: "What else could you have used?"

12. Provides opportunity for pupils to predict consequences of alternative solutions to a problem.

    a. Teacher: "What would happen if you went to the store that day?"

    b. Teacher: "How would you feel if someone hit you just to get your attention?"

13. Provides opportunity for pupils to try out solution(s) to a problem.

    a. Attempts must be observed within this lesson.

    b. Teacher: "Alright, do it that way and let's see what happens."

    c. Has pupils test out solution in role-playing.

    d. Has pupils recall what happened in a similar situation from past experience.

14. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - with teacher help.

    a. This activity must be objective related.

    b. The teacher leads pupils in a culminating activity that could reinforce the objective, e.g., if the objective is categorizing and the pupils have grouped pictures according to function, the culminating activity may be to have pupils group objects and explain the reason for the grouping.

15. Provides activity centers or grouping arrangements where children can work in small groups or on individual projects.

    a. Activity centers must be present in the room but not necessarily in use during the observation.

16. Provides opportunity for different task-related activities to occur simultaneously.

    a. This must be observed during the observation period.

17. There is evidence of student-made material in the classroom.

Student work and products are displayed in various places around the room. Do you have the feeling that it is the teacher's room or the student's room?

18. Allows pupils to move around room in nondisruptive activities.

a. The teacher does not require pupils to ask permission every time they wish to leave their seats.

19. Allows pupil use of resources and materials in the classroom.

    a. Not to include:

        1) child's standard classroom equipment (notebook, pencil, blackboard, things he has in desk)

        2) materials brought in by teacher for specific lesson

    b. to include:

        1) special materials not kept in child's desk (scissors, oak tag, phonograph, records, books, magazines)

20. Allows pupils to express negative feelings (e.g., sadness, anger, frustration, and the like), that are not disruptive to the group.

    a. Pupil: "I don't want to do this baby stuff. I hate you."

       Teacher: "Okay, why do you feel that way?"

    b. Teacher might also nod or ignore outburst, but does not respond negatively.

21. Allows pupil expression of positive feelings (e.g., happiness, affection, pride) that are not disruptive to the group.

    a. Teacher: "Johnny, why are you smiling so much today?
    Did something good happen to you?

    b. Pupil comes up and gives teacher a hug. Teacher accepts affection from him.

22. Acts upon differences in pupil personality.

    a. Differential use of reinforcement, e.g., physical or verbal praise.

    b. Teacher treats group members as individuals.

23. Acknowledges spontaneous interests of pupils where appropriate.

    a. Does not have to be related to experience.

    b. Child is reading newspaper. The teacher then includes it in the lesson or acknowledges the child's interest by asking a question about it.

24. Draws upon background and experiences of pupils.

    a. Teacher: "Has anyone ever been in the hospital?"

25. Encourages pupils to be supportive of one another.

    a. Teacher initiates or leads group reinforcement, e.g., applause.

    b. Teacher: "Johnny, will you help Mary with that?"

26. Encourages constructive pupil interaction (task related).

    a. Has pupils work on same task.

    b. Divides pupils into groups.

    c. Forms a circle for class discussion.

    d. Pupil - pupil - teacher interaction rather than just pupil - teacher interaction.

27. Teacher asks one student to respond to another within a questioning strategy.

    a. Teacher asks pupil to expand upon, rephrase, or evaluate the ideas or statements of another.

28. Teacher is supportive of pupils (uses appropriate reinforcement).

    a. The teacher is friendly and open, encourages pupils, smiles a lot, does not make pupils afraid of giving a "wrong" answer.

29. Provides opportunity for individual pupils to show that they have learned or understood something by solving a problem related to task.

    a. Teacher has pupil work alone.

    b. Teacher observes or questions individual (rest of class not necessarily privy to the interchange).

30. Provides opportunity for pupils to use concepts and skills previously acquired in a new or different situation - without teacher help.

    a. Must be objective related.

    b. Teacher structures a culminating activity that should reinforce the objective, e.g., of the objective is categorizing and the pupils have grouped pictures according to function, the culminating activity might be to have the pupils independently cut out pictures which belong to each group.

    c. Must take place in class (does not include homework).

31. Allows pupils to make their own decisions wherever possible.

    a. A choice may be made from a range of activities.

        1) Teacher: "Would you rather do this or that?"

    b. Does not include the decision of whether or not to participate in the task.

32. Implements objective primarily through activities (rather than verbalization) which give the child the experience of the objective.

    A lesson on cooperation might include activities where pupils experience cooperation or the lack of cooperation.

33. Uses relevant additional activities to implement the objective of the experience.

    a. Additional activities are those not included in the written curriculum.

    b. Includes task-related homework not indicated in SLC.

34. Uses relevant additional materials to implement the objective of the experience.

    a. The teacher uses a puppet to introduce an experience (puppet not included in the curriculum).

35. Paraphrases within confines of objective rather than following curriculum verbatim.

    a. Teacher uses curriculum creatively (flies with it) - positive.

    b. Teacher deletes material from the curriculum which negatively affects overall objective.

36. Teacher changes activity when pupils begin to exhibit inattentive behavior (pacing).

    a. The change is in content, not management.

    b. Teacher can modify his material; he is aware of its effect on students (opposite would be that a teacher rigidly adheres to play regardless of pupil response).

37. Teacher has pupils participate in distribution of materials (classroom management).

    a. Has pupils give out papers, material, and so on.

EXAMPLES

Social Learning Environment Rating Scale (Pupils)

38. Show interest in the task and are generally attentive.

    a. Pupils may look at the teacher, participate in activities, ask questions, volunteer, and so on.

39. Articulate problem(s) related to the objective.

    a. Pupil states a problem, e.g., We're going to put things in groups today.

40. Label and detail accurately.

a. "There's a clock."

b. "It's 10:15 A.M."

41. Mediate own responses.

a. Pupil goes back into his own experience.

b. Coming as a result of teacher/pupil cue or as a self correcting

c. Must involve higher order thinking.

d. Pupil: "You put the screw driver with the belt and gloves."

Teacher: "Why?"

Pupil: "Because they're all black."

Teacher: "Did we put the plastic knife, fork and spoon together because they're all the same color?"

Pupil: "No, we put them together because we eat with them."

Teacher: "What should you put with the belt and the gloves?"

Pupil: "Bathing trunks."

Teacher: "Why?"

Pupil: "Because you wear them."

42. Expand on ideas.

a. Teacher: "What would you do if you cut your finger?"

Pupil: "Cry."

Teacher: "What else would you do?"

Pupil: "I'd go to the nurse."

43. Make associations between ideas.

a. Teacher: "Why did we put the belt and the gloves together?"

Pupil: "Because you wear both of them."

44. Show evidence of reflecting before responding to a thought-provoking question or task.

    a. Take time answering (approximately 3 seconds)

45. Articulate (infer) alternative solutions to a problem.

    a. Teacher: "What else could you use to bang a nail?"

       Pupil: "Your hand."

       Teacher: "What else?"

       Pupil: "A rock or a piece of wood."

46. Predict consequences of alternative solutions to a problem.

a. Teacher: "What would happen if you used your hand?"

Pupil: "You could get hurt."

Teacher: "Do you think if you used your hand you could bang the nail into the board?"

Pupil: "No, you need something harder."

47. Tryout (verify) solution(s) to a problem.

a. Pupils try out alternative solutions to determine the best way to deal with the problem.

1) Pupils role-play coming home late and

a) parents are angry and punish the child.

b) parents discuss reason for curfew.

b. Pupils try out an accepted solution to a problem to verify a prediction.

c. Teacher may cue by having pupil try out an incorrect response.

Pupil: "You can use a screw driver with a nail."

Teacher: "Let's see you do it."

Pupil does it. It works.

48. Pupils use concepts and skills previously acquired in a new or different situation - with teacher help.

    a. Must be observed in this experience.

    b. This is within context of a group experience.

    c. Teacher: "Let's look at these pictures. Which ones show how to prevent illness?"

    (Item 48 assumes pupils have had activities and/or discussion regarding ways to prevent illness.)

49. Make use of activity centers independently or in groups.

    a. This must be observed during observation.

50. Work on different activities at the same time.

    a. Two or more groups work simultaneously on different activities at the same time.

    b. Must be SLC related.

51. Move around room in nondisruptive activities.

    a. Child will get tissues, get up and visit a friend, go to the sink, and so forth.

54. Express negative feelings.

a. Pupil to pupil: pupil to teacher.

b. Pupil: "This is baby stuff!"

c. Pupil: "You're mean to me!"

d. Pupil: "I hate you!

e. Insults another pupil.

55. Are supportive of one another (provide assistance, do not ridicule).

a. Pupils clap when someone gets right answer.

b. Pupils share materials.

c. Pupils help other pupils on a problem.

d. Pupils interact with one another positively - not necessarily task related.

54. Express negative feelings.

a. Pupil to pupil: pupil to teacher.

b. Pupil: "This is baby stuff!"

c. Pupil: "You're mean to me!"

d. Pupil: "I hate you!

e. Insults another pupil.

55. Are supportive of one another (provide assistance, do not ridicule).

a. Pupils clap when someone gets right answer.

b. Pupils share materials.

c. Pupils help other pupils on a problem.

d. Pupils interact with one another positively - not necessarily task related.

56. Interact constructively with one another to solve a task-related problem.

    a. Pupils talk to each other, solve a common problem, work on the same project.

57. Pupils use concepts and skills previously acquired in a new or different situation - without teacher help.

    a. Teacher: "Look at these pictures. Put an X under each one that shows how to prevent illness."

    (Item 57 assumes pupils have had activities and/or discussion regarding ways to prevent illness).

58. Work independently to solve a problem.

a. Pupils work by themselves in solving a problem without teacher direction to class as a whole or feedback from other pupils.

b. Teacher may assist individual pupils in the independent activity.

c. Teacher sets up situation and moves away.

59. Participate in decision making.

a. Pupils choose from alternative activities.

b. Pupils decide what materials they will use.

c. Pupils decide who they want to work with.

d. Not a decision as to participate or not.

60. Asks questions unsolicited by teacher.

a. Pupil(s) initiates questioning.

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